

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Walter J. Meyer School

Tombstone Unified District

411 N. 9th Street, Tombstone, AZ 85638

Mailing Address: P.O. Box 1000, Tombstone, AZ 85638-1000

Principal: Mrs. Terri Lynn Romo

Schedule: 7:00 AM to 4:00 PM

Web Address: Unpublished or Unavailable

E-mail: walterjmeyerschool@yahoo.com

Grades: Pre-K-8

2002 Enrollment: 181

Phone: (520) 457-3371

Fax: (520) 457-3589

- ☐ Excelling
- ☐ Improving
- ☒ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

✓ School Overview ✓

Mission

Walter J. Meyer is a Pre-K-8 school where SUCCESS for 180 students feels good. Our staff members consist of thirty dedicated people who have high expectations for all students. Our mission is to meet the unique needs of all our students. We emphasize high academic standards while developing well-rounded individuals with positive self-worth and self-discipline. We believe that school should be a haven, due to the collaborative efforts of students, parents, teachers, and community.

Organization and Philosophy

- w Traditional
- w Self-contained Classrooms
- w Site-based Academic Outcomes
- w Only One Classroom of Each Grade!

School/Academic Goals

- w All students and staff will increase their recognition and practice of appropriate behaviors which display respect for self and others.
- w Provide an evolving curriculum that raises all students' levels of proficiency based on Tombstone Unified School District #1 and the Arizona Academic Standards.
- w All students will improve in the area of Language Arts. Improve reading comprehension across all content areas. Improve written expression in all content areas. Improve speaking and listening skills across all content areas.
- w All students will improve in the area of mathematics. Improve computation and number sense as they relate to other content areas. Improve skills and understanding of data analysis and probability. Improve skills involving algebraic equations.

Instructional Programs

- w Full-day Kindergarten
- w On-site Special Education
- w Preschool
- w Prevention Program
- w Schoolwide Title I
- w Computer Laboratory
- w Accelerated Reader Program
- w Accelerated Math Program

Enrollment

October 1, 2001 School Year Student Enrollment:	166
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	6

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

1 School Administrator(s)
 1 Non-certified Employee(s)
 2 Teacher(s)
 2 Parent(s)
 1 Community Member(s)
 1 Student(s)

Council Duties

w Instructional Strategies
 w Curriculum Development
 w School Safety Issues
 w Parent/Educator Relations
 w School/Community Partnership

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	15.00
Other Professional Staff	1.00	Teacher Aide	7.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	3	0	0	0
10 or more years	2	10	0	0

▽ Shared Responsibilities ▽

School

Walter J. Meyer School provides information to parents through annual distribution of school handbooks regarding academics, health, safety, and school policies. Parents also receive information through distribution of the Walter J. Meyer newsletter. Every parent receives a progress report on how their child is doing during the semester. Conferences are held twice a year to discuss each child's progress.

Parents

Parents are considered active partners in a support team effort to enhance the capacity of all students to reach their optimum potential. Parents are encouraged to participate in activities designed to enhance student learning and increase parent-teacher cooperation. Parents may choose to monitor homework, attendance, discipline, and academic responsibility. Membership in Parent Volunteers, and the W.J. Meyer Site-based Council is also encouraged.

▽ Transportation Policy ▽

ARS Title 17 and our own regulations govern busing procedures. Safety, courtesy, and timeliness are the essential elements of our school's transportation policy.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/8/02
Average Daily Instruction Time:	6 hrs. 45 min.	Last Day of School:	5/23/03

Operates on Traditional Schedule

Report Card Release Dates

10/10/02	12/20/02	3/7/03	5/22/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Lab/Library	W Preschool Special Needs Program
W Gymnasium	W On-site Cafeteria

Extracurricular Activities

W Peer Mediation Program	W Band
W Afterschool Tutoring	W Boys Basketball
W Girls Volleyball	W Boys Baseball
W Girls Softball	W Girls Basketball

School/Community Resources

W Breakfast/Lunch Programs	W Crisis Intervention
W Counseling Services	W Summer Program
W Health/DES Services	W Computer Mentor Program

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|---|
| <p>w Our classrooms are all Internet accessible now. With the updating of our SIRS system, our teachers are able to take care of attendance issues on the computers now as well.</p> | <p>w Walter J. Meyer School has embraced the Balanced Literacy Model. Our teachers utilize guided reading, word walls, centers, and probes. The program allows students to read at their level.</p> |
| <p>w Our teachers have begun a process of examining different classroom management programs. Teachers are working in small discussion groups to review new programs. Fred Jones came to do an inservice for our teachers in November 2001.</p> | <p>w The entire Tombstone School District has been hard at work completing and now utilizing our District's Assessment Plan (DAP). The teachers worked diligently to align their curriculums to the Arizona Academic Standards.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	18.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	5.7 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	10.5 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	96.8 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	3.2 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
SSVEC Yes Fair - 1st Place Team Science	2002
Masons Essay Award	2002
Girls Volleyball Champions	2001
Girls Basketball Champions	2002

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	13	525	0%	15%	62%	23%
	State	58840	524	9%	17%	45%	29%
Writing	School	11	585	0%	0%	64%	36%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	13	526	0%	23%	54%	23%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 5

Reading	School	24	505	12%	12%	62%	12%
	State	61305	505	21%	20%	43%	15%
Writing	School	23	529	9%	22%	48%	22%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	23	507	9%	22%	17%	52%
	State	61760	494	14%	40%	12%	34%

Grade 8

Reading	School	20	522	10%	25%	35%	30%
	State	57484	504	24%	20%	40%	16%
Writing	School	20	513	10%	15%	70%	5%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	20	494	10%	65%	15%	10%
	State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	92	83	60	--	--	--
2	Reading	--	--	--	100	65	50	100	66	52	88	51	53	100	56	57
	Language	--	--	--	100	47	40	100	47	43	88	43	44	100	48	48
	Mathematics	--	--	--	100	50	51	100	57	55	88	57	57	100	79	61
3	Reading	86	41	47	100	50	47	100	52	48	83	46	50	100	58	50
	Language	86	49	49	100	60	51	100	62	54	83	44	56	100	63	57
	Mathematics	86	37	46	100	52	49	100	43	52	83	49	54	100	71	56
4	Reading	86	52	53	100	41	54	64	42	54	100	58	55	90	53	55
	Language	86	51	47	100	37	49	82	25	48	100	58	50	90	50	50
	Mathematics	86	36	51	100	31	54	70	22	55	100	66	57	85	63	58
5	Reading	94	36	51	100	60	51	88	48	51	60	38	51	100	51	53
	Language	94	25	42	100	54	44	92	49	45	67	39	45	100	48	47
	Mathematics	94	21	51	100	57	54	88	51	55	67	41	57	100	65	59
6	Reading	88	46	53	100	37	54	87	54	53	73	56	54	92	47	56
	Language	92	35	41	100	30	44	87	50	44	73	46	45	92	39	47
	Mathematics	92	29	57	100	43	59	94	62	60	73	75	63	92	56	65
7	Reading	86	47	52	100	51	53	93	35	52	76	54	53	86	56	55
	Language	82	56	52	100	54	54	93	38	54	80	56	55	86	52	58
	Mathematics	82	51	53	100	46	55	97	46	56	80	54	58	86	64	60
8	Reading	86	49	54	--	--	54	83	65	53	80	60	55	83	76	56
	Language	86	32	46	--	--	49	83	65	49	80	65	50	87	79	52
	Mathematics	86	53	52	--	--	54	90	78	56	80	80	58	87	79	59

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	80	80
Grades 3-4	100	100
Grades 4-5	50	69
Grades 5-6	*	*
Grades 6-7	76	52
Grades 7-8	94	94

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

All students and teachers completed a safety training assembly. The safety training is presented by our 8th grade students and our District's Safety Officer. Students practice both fire and lock-down procedures throughout the school year. Our district trains all bus drivers in CPR and first aid. CPR and first aid classes will be offered to the paraeducators at WJM this school year. Students, parents, and staff are encouraged to report any safety concerns to the administration.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

1

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▼ Per Pupil and School Expenditures for the 2000-2001 School Year ▼

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 2000-2001	NDS	NDS

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▼ Contacts ▼

	Name	Phone	Extension
School Site Council	Terri Romo	(520) 457-3371	
Transportation Policy	Janet Ward	(520) 457-2218	
Community Resources	Terri Romo	(520) 457-3371	
School Nutrition Programs	John Hebnes	(520) 457-2217	
Parent Organization	NDS		
Student Health/Nurse	Kelly Ceniceros	(520) 457-3589	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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